



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 11991487  
SAU: MSAD 05  
School: South School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
English Language Arts – Writing Results .....	10-12

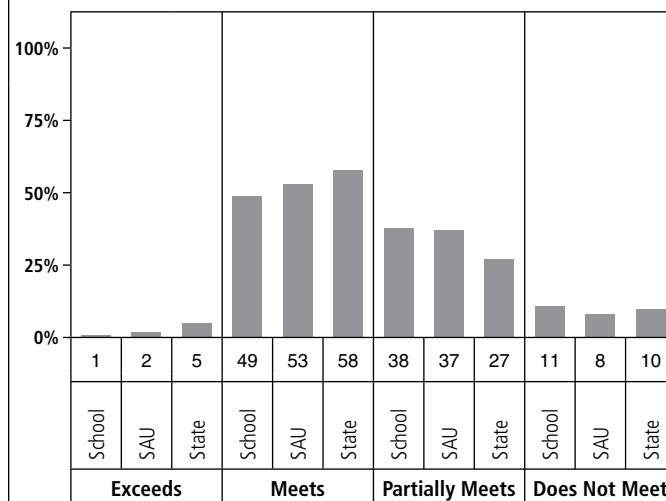
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

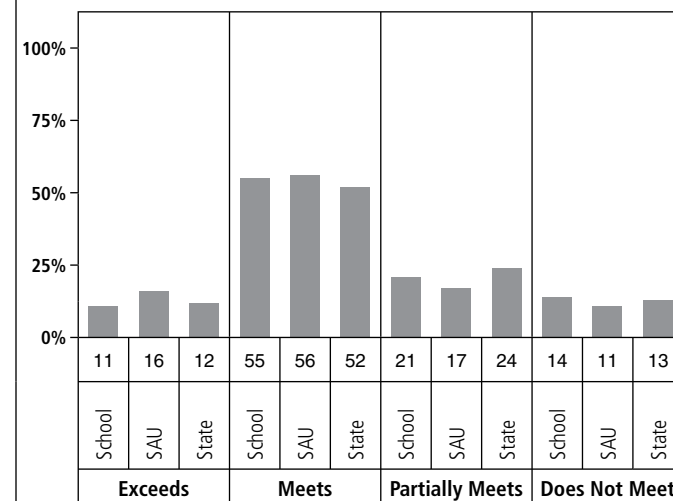
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	542	542	544
2006–2007	542	544	544
<b>2007–2008</b>	<b>541</b>	<b>543</b>	<b>545</b>
Cum. Avg. *	542	543	544
<b>Mathematics</b>			
2005–2006	544	544	543
2006–2007	547	549	546
<b>2007–2008</b>	<b>545</b>	<b>548</b>	<b>546</b>
Cum. Avg. *	545	547	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	538	541	541
<b>2007–2008</b>	<b>533</b>	<b>534</b>	<b>538</b>
Cum. Avg. *			

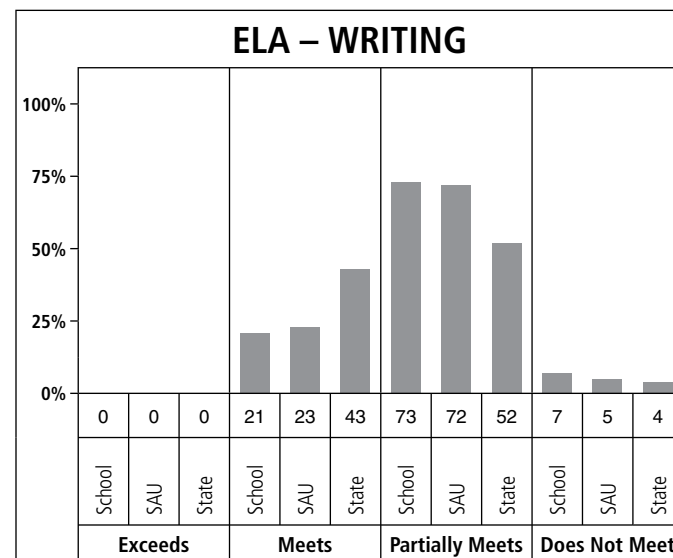
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	74	100	111	100	14240	100	73	100	110	100	14157	100	73	100	110	100	14156	100					73	100
<b>Ethnicity</b> African American/Black	2	3	3	3	404	3	2	100	3	100	396	98	2	100	3	100	398	99					2	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	1	1	201	1	0	0	1	100	199	99	0	0	1	100	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	72	97	107	96	13339	94	71	100	106	100	13274	100	71	100	106	100	13267	100					71	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	13	18	20	18	2555	18	12	100	19	100	2528	99	12	100	19	100	2526	99					12	100
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
<b>Economically disadvantaged</b>	42	57	57	51	5574	39	41	100	56	100	5528	99	41	100	56	100	5531	99					41	100
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	63	85	96	86	11042	78	63	85	96	86	11006	77					63	85
Identified disability (PET/IEP)	2	3	5	5	396	4	2	3	5	5	404	4					2	3
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	0	0	134	1	0	0	0	0	133	1					0	0
<b>Participation with accommodations</b>	10	14	13	12	2974	21	10	14	13	12	3014	21					10	14
Identified disability (PET/IEP)	10	100	13	100	1996	67	10	100	13	100	1986	66					10	100
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	0	0	0	0	766	26	0	0	0	0	801	27					0	0
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	136	1	0	0	1	1	136	1					0	0
Identified disability (PET/IEP)	0	0	1	100	136	100	0	0	1	100	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	1	1	1	1	19	0	1	1	1	1	23	0					1	1
<b>Non-participation – other</b>	0	0	0	0	64	0	0	0	0	0	61	0					0	0

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	3	4	4	4	721	5
	2006-2007	0	0	0	0	702	5
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>659</b>	<b>5</b>
	Cum. Total*	4	2	6	2	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	42	52	51	50	7571	53
	2006-2007	29	52	49	57	7730	55
	<b>2007-2008</b>	<b>36</b>	<b>49</b>	<b>58</b>	<b>53</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	107	51	158	53	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	22	27	30	29	4343	30
	2006-2007	21	38	31	36	4182	30
	<b>2007-2008</b>	<b>28</b>	<b>38</b>	<b>40</b>	<b>37</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	71	34	101	34	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	14	17	17	17	1628	11
	2006-2007	6	11	6	7	1419	10
	<b>2007-2008</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	28	13	32	11	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	26.7	55.6	27.8	57.9	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.5	56.3	14.2	59.2	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.1	54.6	13.6	56.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	73	1	1	36	49	28	38	8	11	541	109	2	53	37	8	543	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	2										3						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										1						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	71	1	1	35	49	27	38	8	11	542	105	2	52	37	9	543	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	4	33	5	42	3	25	537	18	0	33	44	22	538	2392	0	26	42	31	536
No	61	1	2	32	52	23	38	5	8	542	91	2	57	35	5	544	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	73	1	1	36	49	28	38	8	11	541	109	2	53	37	8	543	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	41	0	0	16	39	19	46	6	15	539	56	0	43	46	11	540	5454	2	48	35	15	541
No	32	1	3	20	63	9	28	2	6	545	53	4	64	26	6	546	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	73	1	1	36	49	28	38	8	11	541	109	2	53	37	8	543	14011	5	58	27	10	545
<b>Gender</b>																						
Female	35	1	3	20	57	10	29	4	11	544	49	4	55	31	10	545	6766	7	62	24	8	546
Male	38	0	0	16	42	18	47	4	11	539	60	0	52	42	7	541	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	16	0	0	4	25	10	63	2	13	538	16	0	25	63	13	538	1751	1	35	44	21	538
No	57	1	2	32	56	18	32	6	11	543	93	2	58	32	8	544	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	2										4						464	27	71	2	1	557
No	71	1	1	34	48	28	39	8	11	541	105	1	52	38	9	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	25	2	50	1	25	535	5	0	40	40	20	538	5	2	42	34	22	540
B. less than one hour	77	1	2	28	50	22	39	5	9	542	80	2	53	38	7	543	66	5	60	27	9	545
C. one to two hours	16	0	0	7	58	4	33	1	8	542	15	0	63	31	6	542	26	5	61	26	8	546
D. more than two hours	1	0	0	0	0	0	0	1	100	530	1	0	0	0	100	530	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	0	0	11	48	11	48	1	4	542	30	0	47	47	6	543	31	7	63	23	7	547
B. They match some of what I have learned.	49	1	3	19	53	11	31	5	14	542	56	3	57	32	8	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	12	0	0	4	44	4	44	1	11	540	10	0	55	36	9	541	11	2	42	37	19	540
D. There is no match.	7	0	0	2	40	2	40	1	20	536	5	0	40	40	20	536	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	37	1	4	17	63	9	33	0	0	546	36	5	62	33	0	546	30	10	68	16	6	549
B. good	49	0	0	17	47	14	39	5	14	540	52	0	52	38	11	542	53	3	59	29	9	544
C. fair	14	0	0	2	20	5	50	3	30	535	12	0	31	46	23	537	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	21	0	0	6	40	6	40	3	20	539	17	0	44	39	17	541	17	3	45	32	19	541
B. about the same as my regular schoolwork	59	1	2	23	56	14	34	3	7	543	64	3	58	33	6	544	67	5	62	26	7	546
C. easier than my regular schoolwork	20	0	0	6	43	7	50	1	7	540	19	0	45	50	5	540	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	19	0	0	3	21	7	50	4	29	536	16	0	24	53	24	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	47	1	3	18	53	12	35	3	9	543	52	2	55	36	7	543	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	34	0	0	15	60	9	36	1	4	543	32	3	63	31	3	545	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	0	0	9	64	3	21	2	14	542	20	0	64	27	9	544	18	8	64	20	8	547
B. 20 minutes to an hour	49	1	3	20	56	13	36	2	6	544	53	3	57	34	5	544	56	5	62	25	7	546
C. less than 20 minutes	15	0	0	2	18	6	55	3	27	536	15	0	31	50	19	538	12	2	50	32	15	542
D. I rarely read at home.	16	0	0	5	42	6	50	1	8	540	12	0	46	46	8	540	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	42	0	0	9	30	15	50	6	20	538	36	0	42	42	16	540	26	3	51	32	14	542
B. six to ten pages	30	1	5	16	76	2	10	2	10	545	25	4	74	11	11	545	28	3	59	28	9	544
C. eleven or more pages	28	0	0	10	50	10	50	0	0	543	39	2	50	48	0	544	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	530	50	0	0	50	50	532						
B.	0										25	0	100	0	0	552						
C.	0										25	0	0	100	0	540						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	9	11	11	11	1415	10
	2006-2007	8	14	12	14	1711	12
	<b>2007-2008</b>	<b>8</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	25	12	40	13	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	34	42	46	45	6503	45
	2006-2007	33	59	54	63	6778	48
	<b>2007-2008</b>	<b>40</b>	<b>55</b>	<b>61</b>	<b>56</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	107	51	161	54	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	27	33	32	31	3945	28
	2006-2007	8	14	12	14	3884	28
	<b>2007-2008</b>	<b>15</b>	<b>21</b>	<b>19</b>	<b>17</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	50	24	63	21	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	11	14	13	13	2434	17
	2006-2007	7	13	8	9	1683	12
	<b>2007-2008</b>	<b>10</b>	<b>14</b>	<b>12</b>	<b>11</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	28	13	33	11	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.6	64.0	9.0	60.0
Cluster 2: Shape and Size	14	29	6.7	47.9	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.4	48.0	2.6	52.0	2.2	44.0
Cluster 4: Patterns	14	29	8.8	62.9	9.1	65.0	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	73	8	11	40	55	15	21	10	14	545	109	16	56	17	11	548	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	2										3						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										1						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	71	8	11	39	55	14	20	10	14	545	105	15	56	17	11	547	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	4	33	5	42	3	25	539	18	0	44	33	22	539	2390	2	29	34	35	534
No	61	8	13	36	59	10	16	7	11	547	91	19	58	14	9	549	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	73	8	11	40	55	15	21	10	14	545	109	16	56	17	11	548	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	41	0	0	22	54	11	27	8	20	541	56	5	55	23	16	544	5461	5	46	30	19	541
No	32	8	25	18	56	4	13	2	6	550	53	26	57	11	6	552	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	73	8	11	40	55	15	21	10	14	545	109	16	56	17	11	548	14015	12	52	24	13	546
<b>Gender</b>																						
Female	35	6	17	19	54	6	17	4	11	548	49	22	53	16	8	550	6767	11	51	24	13	546
Male	38	2	5	21	55	9	24	6	16	543	60	10	58	18	13	546	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	16	0	0	7	44	6	38	3	19	538	16	0	44	38	19	538	1755	1	37	39	23	538
No	57	8	14	33	58	9	16	7	12	547	93	18	58	14	10	549	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	2										4						464	58	40	2	0	564
No	71	6	8	40	56	15	21	10	14	545	105	12	58	18	11	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	3	75	0	0	1	25	545	5	0	80	0	20	546	5	6	39	29	25	539
B. less than one hour	77	7	13	29	52	12	21	8	14	545	80	17	53	18	11	548	66	12	52	24	12	546
C. one to two hours	16	1	8	8	67	2	17	1	8	546	15	13	69	13	6	548	26	12	55	23	11	547
D. more than two hours	1	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	39	2	7	20	71	4	14	2	7	549	37	18	65	13	5	552	38	16	56	19	8	549
B. They match some of what I have learned.	38	5	19	11	41	6	22	5	19	544	45	18	51	16	14	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	21	1	7	6	40	5	33	3	20	540	16	6	41	35	18	540	10	6	37	32	24	539
D. There is no match.	3	0	0	2	100	0	0	0	0	543	2	0	100	0	0	543	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	5	29	6	35	5	29	1	6	551	28	39	39	19	3	555	31	24	54	14	8	552
B. good	52	3	8	26	68	4	11	5	13	547	50	9	69	11	11	547	47	8	55	25	12	545
C. fair	23	0	0	8	47	5	29	4	24	537	21	0	52	26	22	538	19	2	43	35	20	539
D. poor	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	15	1	9	4	36	1	9	5	45	538	14	13	33	7	47	540	18	5	42	30	22	540
B. about the same as my regular schoolwork	63	5	11	27	59	10	22	4	9	546	69	16	60	19	5	549	66	11	55	23	11	547
C. easier than my regular schoolwork	22	2	13	9	56	4	25	1	6	546	17	16	58	21	5	548	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	19	1	7	5	36	4	29	4	29	540	22	17	42	25	17	545	21	10	48	26	16	544
B. two or three days a week	38	3	11	15	54	6	21	4	14	545	40	14	59	16	11	548	36	13	54	23	10	547
C. two or three times each month	26	4	21	13	68	1	5	1	5	551	25	22	63	7	7	551	27	12	54	23	11	547
D. never or almost never	16	0	0	7	58	4	33	1	8	543	13	7	57	29	7	546	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	32	2	9	15	65	4	17	2	9	547	24	8	65	19	8	548	7	12	44	25	19	543
B. two or three days a week	47	3	9	17	50	7	21	7	21	542	51	16	53	16	15	547	30	13	53	23	11	547
C. two or three times each month	18	3	23	6	46	3	23	1	8	550	19	29	43	19	10	550	34	12	54	23	10	547
D. never or almost never	3	0	0	2	100	0	0	0	0	543	6	0	100	0	0	549	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										3	33	67	0	0	556	7	7	40	25	28	539
B. 30–45 minutes	8	0	0	3	50	2	33	1	17	535	18	10	60	20	10	546	31	7	49	29	15	543
C. 45–60 minutes	27	4	20	5	25	7	35	4	20	544	32	23	43	20	14	548	40	12	55	23	10	547
D. more than 60 minutes	64	4	9	32	68	6	13	5	11	547	47	12	63	16	10	547	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	540	50	0	0	50	50	528						
B.	0										25	100	0	0	0	568						
C.	0										25	0	100	0	0	542						
D.	0										0											

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	1 0	1 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	26 15	46 21	47 25	55 23	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	28 53	50 73	36 79	42 72	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	2 5	4 7	2 5	2 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	9.4	47.0	9.7	48.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	4.9	40.8	5.0	41.7	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	4.5	56.3	4.7	58.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	73	0	0	15	21	53	73	5	7	533	109	0	23	72	5	534	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	2										3						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										1						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	71	0	0	15	21	51	72	5	7	533	105	0	22	73	5	534	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	0	0	10	83	2	17	527	18	0	11	78	11	528	2372	0	12	72	16	529
No	61	0	0	15	25	43	70	3	5	534	91	0	25	71	3	535	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	73	0	0	15	21	53	73	5	7	533	109	0	23	72	5	534	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	41	0	0	5	12	33	80	3	7	532	56	0	16	79	5	533	5435	0	32	61	7	535
No	32	0	0	10	31	20	63	2	6	535	53	0	30	66	4	536	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	73	0	0	15	21	53	73	5	7	533	109	0	23	72	5	534	13967	0	43	52	4	538
<b>Gender</b>																						
Female	35	0	0	13	37	21	60	1	3	536	49	0	39	59	2	537	6750	1	55	43	2	540
Male	38	0	0	2	5	32	84	4	11	530	60	0	10	83	7	532	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	16	0	0	1	6	14	88	1	6	532	16	0	6	88	6	532	1745	0	26	69	5	534
No	57	0	0	14	25	39	68	4	7	534	93	0	26	70	4	535	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	2										4						464	2	74	23	0	545
No	71	0	0	13	18	53	75	5	7	533	105	0	21	74	5	534	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 05  
School: South School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	25	2	50	1	25	530	5	0	20	60	20	528	5	0	29	57	14	533
B. less than one hour	77	0	0	13	23	40	71	3	5	534	80	0	25	71	3	535	66	0	44	52	3	538
C. one to two hours	16	0	0	1	8	10	83	1	8	529	15	0	13	81	6	530	26	0	45	52	3	538
D. more than two hours	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	26	0	0	4	21	13	68	2	11	533	26	0	29	64	7	535	25	1	54	42	3	540
B. good	56	0	0	11	27	28	68	2	5	534	59	0	25	72	3	535	50	0	46	51	3	538
C. fair	15	0	0	0	0	11	100	0	0	531	14	0	7	93	0	533	22	0	29	65	6	535
D. poor	3	0	0	0	0	1	50	1	50	524	2	0	0	50	50	524	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	10	0	0	1	14	5	71	1	14	531	13	0	23	69	8	534	14	0	33	56	10	535
B. about that same as my regular schoolwork	60	0	0	10	24	30	71	2	5	534	60	0	23	74	3	534	65	0	45	52	3	538
C. easier than my regular schoolwork	30	0	0	4	19	16	76	1	5	533	27	0	25	71	4	534	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	536	50	0	0	100	0	532						
B.	0										25	0	0	100	0	538						
C.	0										25	0	100	0	0	542						
D.	0										0											